

COLLEGE AND GRADUATE SCHOOL OF
EDUCATION, HEALTH, AND HUMAN SERVICES
Office of the Associate Dean
Administrative Affairs and Graduate Education
Assessment Group
September, 14, 2009

Members Present: Nancy Barbour, Brian DeHoff, Connie Collier, Steve Mitchell
Lyle Barton, Lynne Rowan, Mary Hricko, Note *taker: Laura Harper*

In an effort to set this coming year's agenda members began the meeting by reviewing minutes from last years May 4th meeting. Minutes were distributed; at that time the assessment committee had met to discuss policies and procedures for the future of the group after successful completion of our on-site NCATE visit. Three guiding functions for the assessment committee emerged from that discussion, data development, data maintenance, and data evaluation and analysis. Part of this year's agenda will include the creation of a committee charged with survey development to address the areas previously reported on by the Teacher Quality Partnership (TQP) survey as well as other graduate follow-up surveys.

A draft of the University's Strategic Plan was passed out for review. The committee was to look at the assessments related to the goals and accountability. There were questions about using average class size as a measure of quality for goal 1, 5 & 6.

Goal #2: Increasing research and scholarship listed assessments that included publications in top tier journals, high quality publications, and presentations at prestigious conferences. The question of what constitutes a "top-tier" journal versus an "impact journal" depended upon the perspective of the faculty member as either a practitioner or researcher.

Goal #3: The assessments related to increasing diversity were questioned. The term ethnic minority was used and clarity was called for to determine if that is how we are defining minority and/or diversity. An additional assessment was suggested that would increase placements for our student teachers and interns in more diverse settings. The definition of diversity is still part of a bigger discussion. Do we live by our college definition or the university's? Work being done by the college diversity committee should help to clarify this issue.

Goal #4: Increasing international activities also raised questions about how to define international research projects (e). There is currently, work being done on the internationalization of curriculum here in the college in the early childhood program.

Goal #6: increase efficiency and accountability raised the question about how to measure success, (a) successful implementation of differentiated workloads and (d) successful implementation of organization restructuring. This was also one of the areas that seemed to be in conflict with goal #1 in relation to average class size and student-

faculty ratio. How can we maintain a quality educational experience while increasing class size and student faculty ratios? How do we determine where an increase will be a benefit or detriment? There was a suggestion that there be a decrease in proliferation at the graduate course level and a reduction in required hours in some undergraduate programs as a means to increase efficiency.

Agenda item III - streamlining the AQIP process by collapsing the accreditation needs with AQIP needs. There have been many complaints about the Weave-online system not being user friendly, prior work not migrating forward, and information disappearing from the templates. It was explained that the disappearing data may have been because the final submit button is buried and not easily recognizable as the final step.

The reorganization of the college implies a need to begin again with new AQIP goals and projects. There is the hope that our college accreditation activities will align with the proposed AQIP action plans.

As an information item, the college has agreed to participate in an AERA doctoral survey. This should provide feedback for our assessments. There was discussion about whether our doctoral programs are considered research or practice degrees, we have opted to define them as research programs. There is also ongoing discussion about the creation of an Ed.D. (practical) versus Ph.D. (research) to accommodate that difference.

NCATE follow-up was the last agenda item to be discussed, our data collection continues, assessments are reviewed, and changes are made based upon data results. The accreditation process previously in place may be changing however the idea of data driven decision making has not.

Meetings are currently scheduled for: October 12th & November 9th